Office of the
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of Education

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Idaho Statewide Longitudinal Data System (SLDS)

Public School Information
2014 Legislative Report

Idaho Statewide Longitudinal Data System (SLDS)

Background

Since 2007, the Idaho State Department of Education (SDE) has reported on the past history that Idaho was lagging behind and had an underdeveloped statewide longitudinal data system (SLDS). Previous reports had shown that Idaho lacked the ability to access data to direct an informed decision making process for stakeholders educational efforts. The Data Quality Campaign (DQC) provided a report in 2011 confirming that Idaho had made great strides in designing, building, and deploying the SLDS while also confirming that all 10 of the essential elements were in place setting Idaho in line with the most advanced states in the nation.

In 2011, the Department achieved its goal of designing and populating a fully functional K-12 longitudinal data system. The Department continues this effort in building out the SLDS allowing the integration of key data components which continuously improve the efficiency and effectiveness of our educational system.

Currently, Idaho has met 8 out of 10 essential components for P-20 (10 out of 10 for K-12) setting Idaho even more in line with the most advanced states. Idaho continues to be a focal point in the deployment of its SLDS and will continue to improve and achieve improvements within the system in the most efficient and prudent manner possible.

Overview

With the main focus being on educators and stakeholders, the SLDS was initially designed as a toolset to help identify and prioritize the most effective educational policies to support educating students in Idaho. In presenting this data to students, educators and stakeholders, granularity and alignment are key components in making this data useful to the end user.

The SLDS was originally built with funding from two sources: $2.4 million appropriated from the Idaho Legislature, and $5.9 million from the 1009 ARRA Federal Grant. With this funding, data and reporting is currently being provided to the end user through the Instructional Improvement System (IIS) Schoolnet, and also the Data Reporting System (DRS) with both of these applications designed to provide appropriate data to the end user. Schoolnet provides school districts access to pertinent information such as demographic information, test results, lesson plans, assessment and professional development opportunities; information which will support instructional staff to meet the needs of Idaho students. The DRS provides a higher level overview for those individuals that only need to see information at a building level, or

possibly a district level. Again, providing educators, policymakers and stakeholders information at their appropriate focus level not only keeps data safe and secure, but makes mining this data efficient and effective for the individual.

Accomplishments

ISEE Data Collection

Data collection, no matter the system, is a continual process of improvement. Throughout the life of the Idaho System for Educational Excellence (ISEE), the Department has made many improvements to collection process, file that are collected and ability for districts to more frequently provide updates. Currently, there are 14 files which are collected from every school district in Idaho containing the following information:

1. Student Demographics
2. Student Attendance
3. Student Course Enrollment
4. Student Test Results
5. Special Education Information
6. Gifted Student Information
7. Staff and Teacher Demographics and Employment
8. Staff and Teacher Assignments
9. Staff and Teacher Attendance
10. District Calendars
11. District Disciplinary Actions
12. District Incidents of Crime and Violence
13. District Directory
14. District Program Contacts

All of these required data collection elements serve a very specific purpose, and have a valid reason for being collected. For example, within the Staff and Teacher Assignments collection there are data elements such as Highly Qualified Teacher, Qualification Methods and Expected Dates which are utilized in the Federal Ed Facts reporting and also for state funding.

Given that there are several hundred reporting elements that are collected through the ISEE data collection process, school districts throughout the state have working very diligently with State Department of Education staff to upload certified, error free data. In the event that a

district submits an upload that does not pass validation, they have the ability to revise their upload with the support of SDE staff. Currently, all districts in the state have completed a successful data upload into ISEE providing district leaders and instructional staff access to valuable data such as ISAT, ACT, IRI and IELA to ultimately positively affect their instructional practices.

The heavy lift of completing the ISEE upload that has been a focus in the past is becoming less of an issue at the district level. Districts that have established strategies and business processes and provided data entry training to their staff have seen fewer errors and warnings, reducing the amount of time spent collecting data elements each month. As the Department has worked closely with a number of districts that have shown increased success with the upload process, it is apparent that successful ISEE data collections have the following common characteristics:

1. <u>Leadership</u> - High-functioning leadership teams drive better district outcomes, including success with ISEE uploads. Those district leadership teams that support data-driven instruction, which conceptually link the data contained in ISEE back to the instructional core, are more successful in the ISEE upload process.
2. <u>Process Management</u> - District teams that effectively manage core district processes, particularly those who cross organizational functional silos, are more successful at ISEE uploads. An example is the enrollment of students in a district. When registrars enter the same information into their systems the same way, and every program area does it the same for their systems (i.e. Special Education) ISEE uploads require minimal manual manipulation. When responsibilities for ISEE data element input is clearly communicated and measured as part of position job descriptions and evaluations, ISEE accuracy is increased.
3. <u>Communication</u> - Districts with a formalized methodology of communication to all those involved in the collection of data have higher success with ISEE. Such as; frequent leadership team meetings to discuss ISEE challenges, consistent, coherent understanding of team members' organizational role, and frequent actionable feedback on their performance on the capture (data input) and utilization of data.
4. <u>Knowledge and Skills</u> - When the people involved in the ISEE data input and submission processes have sufficient knowledge and skills for the duties they have been assigned the result is successful uploads.
5. <u>Prioritization/financial Resources</u> - districts who prioritize their financial and human resources in areas that support data driven instruction and the collection of high quality data are more successful at ISEE. Prioritization of activities such as; purchase of robust

information systems (SIS, HR, Payroll, etc.), annual training of personnel in use of those systems, and the hiring of qualified individuals for the ISEE process.

6. <u>Motivation</u> - Highly motivated teams which support individualized instruction and the use of data to evaluate the effectiveness of programs have more success at ISEE uploads. Success is found among leadership teams internally motivated to collect and report data on students, teachers and instructional programs, and who use the data to analyze and maximize the components and cross relationships between the three elements of the instructional core.

Five File Format (FFF) Upload

While the full, monthly ISEE data collection is highly important in supporting the SDE in state funding, title programs funding and federal reporting, it was apparent that there must be another data process available to school districts to provided more frequent and accurate data to the end user. The SDE was pleased to work with several school districts in the ability to upload the Five File Format (FFF) Upload through a Secure File Transfer Protocol (SFTP) which would populate to Schoolnet. In comparison to the full ISEE data collection of 14 files and hundreds of data elements, the FFF Upload collects 5 of the 14 files; the 5 files that are collected are as follows:

1. Student Demographics
2. Student Course Enrollment
3. Staff and Teacher Demographics and Employment
4. Staff and Teacher Assignments
5. District Test Files *(Optional)*

With the availability of the FFF Upload for school district came support from the SDE. A webinar was hosted for all districts on July 31, 2013 which was recorded and posted on the SDE website along with [process documentation](#), [fields used](#) and a guide specifically for [PowerSchool users to conduct the FFF Upload](#). While the full ISEE data collection goes through an extensive validation process, the FFF Upload goes through a limited validation and extract, transfer and load (ETL) process through the Secure File Transfer Protocol (SFTP) as displayed below.

There has been a positive response from districts across the state that are utilizing the FFF upload to more accurately display data in Schoolnet for their instructional staff. As of December 31, 2013, 36 out of the 42 ISEE Phase II B grant districts have completed a successful FFF Upload. Some of the grantee districts voiced that there is no need for the FFF Upload within their district simply because of size, and the fact that there is very low mobility within the district. If very few students and teachers move in and out of the districts, all of the necessary changes may very well be captured in the full monthly data collection; the FFF Upload is available for those districts that frequent movement within the district.

Given that the creation of the FFF upload was to allow for school districts to more frequently update their data within Schoolnet, it is important to point out those school districts that are non-grant districts currently using the FFF upload. When the FFF upload was made available on July 31, 2013 there first districts that completed the upload were the Boise School District, and the Kellogg School District. Follows these two districts lead, there have now been five non-grant districts that have successfully completed a FFF upload.

Statewide Wireless Project

With the passage of House Bill 65 in 2013, the Department moved forward with allocated monies for the installation, repair, replacement and support or a wireless technology infrastructure in all high schools in the state. The purpose of the Request for Proposal (RFP) that was posted by the Department was seeking a response from all interested Wireless Managed Service Providers (WMSP) regarding the implementation and management of wireless service for Idaho high Schools. The following vendors submitted proposals on the project:

- White Cloud Communications
- Tek-Hut Inc.
- Presidio
- iSchool
- ID Consulting
- Education Networks of America (ENA)

- Ednetics Inc
- Compunet
- Carousel Industries

The contract was awarded to Education Networks of America (ENA), with the responsibility of deploying and managing the wireless infrastructure and service, professional development at multiple levels, and project management. Over the past several months, ENA in conjunction with the Department program manager have successfully assessed 151 Idaho high schools and fully installed a new wireless infrastructure in 66 Idaho high schools. With 162 high schools having opted into the wireless project, the project is well underway and looks to complete the first round of high school that has opted into the project by March 2014.

ISEE Boot Camps

The Department Technology Services Division recognized that there was a need for support on all work related to the ISEE data collection process. From May 1-21, 2013 the Department Technology Services Division traveled the state to provide training to school districts with the ISEE Boot Camps.

The Technology Services Division in conjunction with the Divisions of Teacher Certification and Professional Standards, Special Education and ESEA Programs provided intense training sessions intended to help school districts catch the vision of ISEE - Idaho's Statewide Longitudinal Data System and to assist them in their efforts to collect, consolidate and submit accurate data to accurately display data to end users through Schoolnet and the Data Reporting System. Sessions that were provided during the ISEE Boot Camps are as follows:

1. Accurate Data within the ISEE Fields
2. Administration Tool Overview
3. Attendance and Enrollment for Business Managers
4. Attendance and Enrollment for Registrars
5. Student Demographic and Name Overview
6. Discipline, Crime and Violence Overview
7. Dual Credit for Early Completers
8. Assessment – IELA, IRI, NAEP and SAT/ACCUPLACER
9. Growth Reporting Overview
10. ISAT/ISAT-Alternative Overview
11. Schoolnet Overview
12. Federal Programs: Elementary and Secondary Education
13. Data Stewardship

14. ISEE Data Collection Uploads
15. Registering as a New ISEE User
16. The ISEE Action Plan/Playbook
17. Shared Teachers: ISEE Fields and Definitions
18. Teacher Attendance Overview
19. Education Unique Identification (EDUID)

All of the Department staff that was involved in the statewide ISEE Boot Camp effort was honored to work with the amazing school districts in Idaho and those who are working so hard to implement ISEE and use it to meet the needs of Idaho students and educators. Positive feedback was received from the ISEE Boot Camps and the Department staff is looking to provide another statewide conference in the near future.

Legislative Monies Allocated for New Hardware

During the 2013 legislative session, the Joint Finance and Appropriations Committee (JFAC) appropriated $1 million new monies specifically dedicated to the Schoolnet project. These new monies are dedicated for the purchase of new servers and necessary hardware to support the transition of Schoolnet to self-hosting within the Information Technology Division of the Department.

The original intent of self-hosting was to allow the Department to become fully self-sufficient in hosting Schoolnet long-term. Currently, under the three-year contract Schoolnet is being hosting on the Pearson/Schoolnet servers located in New York. While this has been a fairly reliable setup thus far, becoming independent of Pearson and completing the self-hosting setup continues to be the long-term goal for the Department. In completing this process in the future, the Department would become more agile in our ability to respond to pertinent and necessary changes in the Schoolnet system, and the SDE would also have the ability to more quickly respond to end users to consistently and effectively meet their needs.

With that challenges that we have faced over the past several months in revising the year-3 work plan, and overall scope of work for the project it was agreed that the transition to self-hosting would be postponed to a later date. As of the December, the necessary hardware to complete self-hosting has been purchased and installed; Schoolnet personnel has been onsite at the Department to install the necessary software when self-hosting is pursued in the near future.

Federal Reporting from ISEE

As was described in the ISEE Data Collection section above, there are several files that are collected from all school districts in the state, with hundreds of data points collected overall. Of these numerous data points that are collected, many of the aggregate data available in these reports are then utilized for the EdFacts federal reports. The data used for the EdFacts reports are currently being pulled from the ISEE Core Database which provides a cross reference and accuracy checks and balances for all reports that are submitted into the system. The Department only submits aggregate data to the federal government; the state never provides student-level, identifiable data.

Idaho is one of the few states in the nation that has successfully set up a database which provides this level of cross reference and checks and balances. Even though the grants provides for the creation of the SLDS specifically included a section that stated systems needed to be setup to accommodate this type of reporting, the Idaho system not only met that requirement but does in fact provide extensive reporting capabilities.

State Funding from ISEE

Public school funds come primarily from state general funds, and are supplemented by federal funds, state dedicated funds, and local funds. All state funding for Idaho public schools is currently being calculated from the ISEE data collection process that is submitted by every school district in Idaho. This data submission includes staffing, attendance and enrollment as well as all Highly Qualified Teacher (HQT) data and professional development.

The data that is submitted to that state is used to calculate Average Daily Attendance (ADA). For funding purposes, there are two calculations that are made with the data that is submitted through the ISEE data collection: 1) from the first day of school through the first Friday in November, and 2) the best 28 weeks of the school year. A day of attendance is defined in the State Board of Education rules.

Reporting, Analysis Tools, Audits and Reports

Schoolnet

The Department continues to pilot Schoolnet throughout the state in an effort to provide teachers and administrators an Instructional Improvement System (IIS). Schoolnet as an IIS

provides Idaho school districts access to four important modules: School & District Data, Classrooms, Assessment Admin and also Educator Development. With access to these four modules, a classroom teacher would have the ability to access school and district data; create classroom rosters, student groups, lesson plans and instructional materials. Classroom teachers would then have the ability to follow-up on their newly create lesson plans by providing assessments with instant results to provide support and feedback to their students.

Currently, there are 42 school districts throughout the state that are working through the process of adopting and implementing Schoolnet. The discussion about implementation varies depending on the individual districts school improvement goals, needs regarding reading, writing and mathematics, and other district technology implementation plans to name a few. There have been grant districts highlighted within the Classroom Connections newsletter showing that grant districts have found success in utilizing the Assessment Admin module within Schoolnet, in conducting formative assessments to garner instant data; this data supports instructional staff in making data driven decisions. There are also several grant districts that are utilizing the Classrooms module to upload district curriculum, unit plans and lesson plans.

Over the past several months of collecting login data from the Schoolnet support team, we have seen a consistent increase in user logins of roughly 0.2% every two weeks. Through the summer months, the Department Instructional Technology team in collaboration with other Department personnel and ISEE Navigators created an Integrated Professional Development opportunity for all ISEE Phase II B grant districts with cost covered; this opportunity is also available to all districts in the state and may be supported by dedicated professional development funds provided to all districts by the state, or other district funds. The modules provide in-depth training on Idaho Core Standards and how Schoolnet can be used to support them.

While professional development opportunities have played an integral role in the use of Schoolnet, ISEE grant coordinators have also increased their focus in meeting with school district superintendents. In line with the new focus of integrated professional development we have learned that there must be a concerted focus on district superintendents in having in-person meetings to show support. When superintendents receive personal contact, or have an in-person meeting with the ISEE grant coordinators, there is a much more positive response to ISEE upload processes, Five File Format (FFF) and district adoption of Schoolnet.

There has been an increase in overall communication to the districts on issues related to the ISEE Phase II grants while also communicating that Schoolnet is a tool that can be used in

conjunction with other systems like Mileposts; it is up to district leadership to determine where each of the platforms best serves their district. This was communicated individually to districts, while also being stated at the Idaho Instructional Innovation Conference (i3c) several months ago. The Department staff continues to seek the opportunity for on-site visits to continue moving forward with grant districts that have gained momentum and seen success in the adoption of Schoolnet.

Data Reporting System

The DRS is a system that accesses data contained within the SLDS. The DRS provides information to the user through a dashboard containing presentations, pre-populated standards reports, simple user-defined reports and complex user defined reports.

All of the information that is provided in these formats through the DRS takes advantage of Business Intelligence (BI) technologies and functionality. Much research, analysis and BI was incorporation into the base structure and concept of DRS and these will also be used in the future as DRS moves forward.

Data Elements Audit and Report

With the hundreds of data elements that are collected by the Department from school districts throughout the state, data security has been and will continue to be the top priority. In September 2013, the Department contracted with a private audit team to review the data collection process. This in-depth audit reviewed all aspects of the ISEE data collection process, beginning with the basics of all data elements collected.

Through the audit, it was verified that all data elements collected were necessary for accurately calculating either state or federal reporting to allow school districts to receive funding. Once the data elements had been examined, six districts and public charter schools were selected at random to review the district-level process to ensure accurate, monthly reporting to the state. The Department received the final audit report on the findings and recommendations. The consistent area of concern was a lack of written processes and procedures for each of the program areas within a district. The review also analyzed the data structure and processes to generate the reports and calculations used for allocating the monies for Public School Finance. The review confirmed that the data was not being changed and was being calculated accurately once received by the Department. The findings of the review consistently mentioned lack of resources to perform all technical tasks both at the district and Department level.

Key Initiatives for 2014

Goals for Instruction Improvement System

The State Department of Education has been working collaboratively with key executive staff with Pearson/Schoolnet to formulate a clear, definitive, and obtainable Year 3 Work Plan that identifies these key goals:

- Create and implement a streamlined process for districts and charter schools to upload timely data into Schoolnet, known as the Five File Format (FFF) Process.
- Implement changes in the Schoolnet platform that accurately displays data for students taking courses in multiple districts, and teachers teaching courses in multiple districts.
- Implement changes in the Schoolnet platform that allows teachers and administrators to view student data and reports before courses start, as well as after courses end.
- Transition Idaho to self-hosting for Schoolnet.
- Effectively communicate the benefits of Schoolnet to all Idaho stakeholder groups.
- Provide vast and equitable training opportunities for all Idaho educators.
- Procure ongoing funding and spending authority from the Idaho Legislature for Schoolnet.

Objectives

The objectives for the Year 3 Work Plan are as follows: to complete essential tasks, training, and implementation strategies to support the data-driven instructional needs in Idaho. Listed below are the key objectives for Year 3:

- Idaho schools and districts use Schoolnet to integrate data-driven instructional practices.
- Provide Idaho teachers, administrators, parents, students, and the State access to current student enrollment and achievement data.
- Support the use of data for instructional purposes within Idaho classrooms utilizing the collection of student-level and teacher-level data into the ISEE and integrating this data into the Software.
- Provide continuous consultation and services related to implementing the Educator Development Suite (managing case loads, refining configuration options and permissions, reporting, etc.).
- Implement the Parent Portal to allow Idaho schools and districts to publish their progress to parents and engage the community in dialog about continuous improvement.
- Successful Migration of Pearson-hosted Schoolnet application to an Idaho self-hosted environment.
- Increased use of Schoolnet application throughout the State, particularly relating to the State's identified "target" districts.

- Active Directory Federated Services (AD FS): Schoolnet will adhere to Single Sign-on through ADFS security in all applications used in Idaho.
- Accommodate staff with roles in multiple districts: support teachers and other staff with responsibilities in multiple districts throughout the Instructional Improvement System.
- Accommodate students with section enrollments in multiple districts: students take distance learning classes ('online course') and other specialty classes in other school districts.
- Multiple school-year calendar support (tracks, year-round, traditional): district and schools need the option of applying their own calendar or multiple calendars to define the start and end of the school year, calculate attendance, and define working and non-working days.
- Schoolnet's Federated Materials Search: tools to support a dynamic search across partner content providers.
- Instructional Materials Approval Enhancements: enable districts to submit materials for inclusion in state materials bank and enable districts to share instructional materials.

Timeline

This Work Plan describes the work, deliverables, and services to be provided in program Year 3. Services shall be based on the deliverables agreed to between the parties and further described in this Work Plan. Precise dates, down to the day, will be reflected in the project schedule, the weekly status report provided by Pearson, and associated meeting agendas.

This Work Plan references specific service deliverables, as well as core Pearson software releases. These releases are dependent on various factors and may change the delivery schedule if certain conditions arise. The deliverable time periods are defined as follows:

- Q3 2013: July 1, 2013 - September 30, 2013
- Q4 2013: October 1, 2013 - December 31, 2013
- Q1 2014: January 1, 2014 - March 31, 2014
- Q2 2014: April 1, 2014 - June 30, 2014

A detailed scope and schedule which includes deliverables, completion criteria, owners and evidence/output will be provided upon request.

Goals for Data Analysis & Usage

Since the inception of the SLDS, one of the main objectives was to create dashboards for data usage within the program areas. Currently, the data is being used for many of the required reports and calculations. The next step the IT team is working on is to incorporate Business Intelligence (BI) tools into the process so the data can be analyzed for optimization of the programs. The first of the external reporting processes resulted in the state's Fiscal Report Card.

FY2015 Budget Request

The budget request for FY2015 is flat year over year. With this ongoing funding, the Department plans to continue to provide personnel support to Idaho school districts, maintenance, licensing, travel and other supplies associated with the SLDS and Schoolnet. The past three fiscal years, FY2012, FY2013 and FY2014 have been ongoing requests, which fall under the category of annual ongoing support and maintenance.

The Department does have a request for spending authority for FY2015 associated with the J.A. and Kathryn Albertson Foundation (JKAF) funds. Over the past three years, there has been a request for one-time spending authority and due to the extensive nature of this project, technical support, training and implementation assistance is needed in FY2015. This is not a new request, but rather a request for reauthorization of spending authority moving forward with the project. Within this request for spending authority are 5 full time equivalent (FTE) and operational funding to continue implementation of the grant. Lastly, as stated in previous requests, the grant requires two FTE for ongoing support to be provided by the SDE upon the completion of the foundation's financial commitment to the project.

The following are the ongoing monies that provide personnel support, maintenance, licensing and travel to Idaho school districts.

- **Technology Funds** - $10,400,000 shall be expended as follows:
    a) $8,000,000 shall be distributed for classroom technology that assists teachers and students in effective and efficient instruction or learning.
    b) $2,250,000 shall be expended for the installation, repair, replacement and support of a wireless technology infrastructure, in each public school serving high school grades, of sufficient capacity to support utilization of mobile computing devices by all students in such grades.
    c) $150,000 may be expended for the development and maintenance of an Internet-based portal of available online, nonsectarian K-12 or dual credit courses available from any of the following:
        1) Idaho Digital Learning Academy
        2) Idaho Public School Districts
        3) Idaho Public Charter Schools
        4) Idaho Public Colleges and Universities
        5) Idaho Private Colleges and Universities accredited by the same organization that accredits Idaho's public colleges and universities.

6) Any provider of online courses; provided however, that the courses available on the portal have been verified and approved by the State Department of Education to meet state content standards.

b) Of these amounts, no more than $190,000 may be utilized by the Superintendent of Public Instruction for technology staff support costs.

- **Maintenance of Instructional Management System** - $4,500,000 shall be used for the maintenance, operation, and licensing of the instructional management system that includes high quality digital learning resources and software linked to state and local curricula, model lesson plans, content and formative and summative assessments tied to rigorous college and career-ready standards, and safe and secure online knowledge sharing and collaboration systems.